

and underbid another for the purpose of securing his place. We cannot be too careful upon this point. The people are looking at it. Boards of education are looking at it, and they do not approve of anything of that sort. They think less of a man after they have gotten him than they would have done if he had been manly and said, 'I cannot go in here until the way is clear. Until the way is clear, I cannot be persuaded by any sort of motive to go into this contract.' Now that will protect us all. That will make us more manly, more influential, better teachers because of being better men and women. A high sense of honor is very essential."

THERE is much truth in the following from the London *Daily Telegraph*. We have little doubt that the Public schools of the future will contain industrial departments, or annexes, for girls as well as for boys. It is not easy to conceive of any innovation which would contribute more to the sum total of health, happiness and general morality of any community than a course of instruction in the schools which would make all its women efficient in cooking, housekeeping, the use of the needle and other ministries so essential to the general well-being. Says the *Telegraph*:

"Good health, good morals and good order may depend on the domestic cookery of the day. Our new Education Code supplies additional encouragement to the teaching of this branch of female education in our Board schools; and in the course of time English and American women may become "only a little lower than the angels," if they all turn into first-rate cooks, and so make their fathers, brothers and husbands good and holy men. Then the cook with white garments will be a kind of priest of the new dispensation, and in the uplifting of a familiar kitchen utensil as an object of adoration we shall almost witness a revival of the worship of Pan."

THE teachers of Geography should not forget to note on their maps of Europe the fact that Heligoland no longer belongs to Great Britain, but is now a part of the German Empire. The map of Africa must also be altered. We are indebted to a valued exchange, the *Educational Review*, of St. John, N.B., for the following summary:

"In 1807, Helig Land (Holy Land) was captured from Denmark. The rock itself, which is fast wearing away, together with Sandy Island, formed an area of about three-quarters of a square mile, with a population of 2,000 Frisians. About 15,000 Germans and others visit it annually during the bathing season. It is only twenty-five miles from the mouth of the Elbe. In return the Empire is enlarged by the virtual admission of Zanzibar, distant twenty-five miles from the West coast of Africa, with an area of 614 square miles, of extraordinary fertility, having a population of 200,000, a capital with a population of 80,000. The annual trade of the Island is represented by \$4,000,-

000 of imports, and \$6,000,000 of exports. But in addition nearly the whole African coast north of Zanzibar to the Gulf of Aden has come virtually into the Empire, which, on the whole, is increased by about twice the area of the German Empire itself. Mutual concessions between the British and Germans have been made in Central Africa. The Portuguese territory is co-terminous with much of the German boundary. It remains to be seen if after some further experience the Portuguese will find the Germans more considerate neighbors than the long suffering Britons whom they are now so angry with. Our maps must be altered."

WE are not sure that some expressions in the following, from the New York *School Journal*, do not require modifying, or supplementing, but it suggests, on the whole, a very valuable thought, and one well worth being pondered by all teachers of children:

'We are coming to realize that a child is to be valued and so educated *as a child*; that he may become a proper child, and not that he may become a man. What the child needs to-day, is what the child must have. If a child is right to-day, he will be very likely to be right to-morrow. What he is to be ten years hence is of no immediate interest to us; but the thing that interests us is what he is now. The difficulty with much of the old education was that boys were trained so as to be able to do something when they should come upon the stage of action. Girls were educated to fit into the society into which they were to enter after they left school. The end was not in each day's work, but in future work. History was crammed into the memories, so that it might serve a good purpose in future time of need. All was in the future. 'You must be fitted to enter life.' 'You must be prepared for the struggle for existence.' Now this idea is changing. The things of to-day, the work of to-day, the life of to-day, this is what the best teachers are after. Arithmetic is applied now. Grammar and language find their use at once. Chemistry and physics are applied this week. It is right to be honest to-day, and it is wrong not to be honest to-day. We are given but one portion of time, and that is now. What is in store for us, we know not. Let that alone. The things of to-day are the things that we must attend to. The true teacher works for his pupils as they are, and makes them good as boys, and good as girls. Here is an important thought which we commend to the attention of our readers, especially those who are liable to worry about what is to come; here is the true philosophy of life—yes, the very essence and core of it."

MR. GLADSTONE'S great mind is so many-sided and the circle of his reading and thinking is so wide that there are few subjects of interest to modern society on which he has not from time to time something to say worth hearing. In the course of an inquiry, a few weeks since, in which he was a principal witness, into the claims of

Hawarden to a school under the new Welsh Intermediate Education Act, he gave it as his opinion that everything that was worthy of the name of an intermediate school ought to have some department for classical education, although he thought that terrible errors had been committed in the past—and in the past he included the days of his own experience—in endeavoring to thrust the classics down the throats of everybody, quite irrespective of capacity and circumstances. "Mr. Gladstone," says the *Educational Times*, "seemed to approve of every kind of education, technical and scientific, physical and corporal, of girls and of boys, of women and of men—modifying the approval, however, in a few cases, as, for instance, when he said that in the higher schools too much consideration had been given to modern languages, and too little to make boys observers of nature." His view with regard to the true office and end of education contains nothing specially new, but is worth quoting as a familiar truth exceedingly well put by one whose utterances command attention throughout the civilized world. Replying to the chairman's questions Mr. Gladstone said:

"The main purpose of education is to deal with the mind, the youthful mind, not as a repository that is to be filled with goods like a shop, and then the goods to be taken out and handed over the counter, the shop remaining exactly as it was while the goods passed through it, but that the main purpose of education is to make the human mind a supple, effective, strong, available instrument for whatever purposes it may be required to be applied to."

NO teacher who neglects the moral training of the pupils in the essential elements of good character does the whole duty of an instructor. The main object in moral training, as in physical and intellectual education, is to give a right direction to the action of those powers that relate to this department of our nature. Such training, to be effective, must provide suitable means for the exercise of the moral powers. It consists, largely, in leading the children to understand their duties to themselves and their duties to others. Among their duties to themselves are: self-control in all matters relating to conduct,—of temper, the appetite and the desires; speaking the truth, and self-culture in all things and aid in forming a good character. Among their duties to others are: obedience to parents and teachers, kindness to brothers, sisters and playmates, and the practical observance of the Golden Rule. That teacher who kindly respects the rights of pupils, and daily illustrates the great virtue—kindness—in the management of pupils, and in personal conduct elsewhere, will accomplish practical results in moral education which cannot be attained by rules or lectures. A spirit of true kindness pervading a school will become a fountain of virtue.—FRANCIS J. WALKER.